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discussions of the history of the movement, the teachers and the students in the training departments, the curriculum, instruction, administration, finances, and what Minnesota superintendents think of the training departments. The Appendix contains among other things a valuable comparative table showing facts concerning training departments in fourteen states. Inasmuch as there are twelve hundred or more of these departments in existence today, a detailed discussion of conditions in one state will find a hearty welcome among those to whom such departments are intrusted in other states.

How to supervise instruction.—Persons engaged in school supervision will be interested in a book which has recently appeared in this field.¹ Its author is the director of the Oread Training School of the University of Kansas. His broad training and large experience in the field of supervision give him the right to speak with some authority on an important phase of educational endeavor. With this training and experience as a basis Mr. Nutt has worked out his analytical discussion of the principles underlying classroom supervision and the devices and techniques which should, and which should not, be employed. Part I discusses the job of supervision, and Part II principles underlying the supervision of instruction. To the latter subject the great majority of the discussion is confined. Supervisory method, devices of supervision, and technique of supervision are the phases of the subject treated. Throughout the book the author makes much use of his personal experience in the training of young people for the teaching service. City-school supervisors and training-school directors will read the treatise with interest and profit.

A new book for college teachers.—We have taken it for granted in the past that a college teacher knows how to teach. While we have known all the while that many of them were not as successful as others, little or no effort was put forth to assist the less efficient ones. There is, however, at the present time a disposition on the part of some college teachers to correct this undesirable state of affairs. They have united in placing on the market a book which is the first one of its kind ever to appear.² In all, thirty-one leading authorities, representing both large and small universities from every part of the country, have assisted in the endeavor. Part I is devoted to such topics as the history and present tendencies of the American college, professional training for college teaching, and general principles of college teaching. Part II tells how to teach the sciences. A chapter each is devoted to the teaching of biology, chemistry, physics, geology, mathematics, and physical education.

¹ HUBERT WILBUR NUTT, *The Supervisor of Instruction*. Boston: Houghton Mifflin Co., 1920. Pp. xvi+277. \$1.80.

² PAUL KLAPPER (Editor), *College Teaching*. Yonkers-on-the-Hudson, New York: World Book Co., 1920. Pp. xvi+583. \$4.50.

Part III has similar material on the social sciences and contains chapters on the teaching of economics, sociology, history, political science, philosophy, ethics, psychology, and education. Parts IV, V, and VI tell how to teach the languages and literature, the arts, and vocational subjects. Inasmuch as all of the contributors were selected because of their scholarship, their interest in the teaching phase of the subject, and their reputation in the academic world, what they have to say on the teaching of their special subjects should be of great value to actual and prospective college teachers.

Rural school conditions in Ohio.—Inasmuch as there are in the United States at present approximately 215,000 one-room rural schools, a study of these schools in one state should interest a large body of school people.¹ This study contains the findings of the state-wide school survey that was made in Ohio during the summer and fall of 1913. It has sections devoted to legislative history, the one-room school, supervision, centralization and consolidation, community activities and extension work, the rural high school and the county normal school. Some of the outstanding things disclosed by the survey were: (1) not over half of the teachers in the rural schools were graduates of high school; (2) 60 per cent of the teachers in the one-room rural schools had taught five years or less; (3) nearly half of the teachers whose schools were surveyed had no professional training whatever; (4) the rural schools were poorly provided with educational, social, and sanitary equipment; (5) there was no uniformity as to records and reports; (6) many boards of education were breaking the school law in a variety of ways. The findings resulted in a new code of school laws. How these new laws are working out in practice is described in the report. The study as a whole should be of great interest to all persons in any way concerned with the problems of rural education.

Living or preparation for life.—In the growing list of experiments in the reconstruction of the elementary-school curriculum, that conducted in the University Elementary School at Columbia, Missouri, by Professor J. L. Meriam, is a conspicuous one, and represents perhaps as radical a departure from the conventional curriculum as any. It attempts a complete abandonment of the course of study organized in terms of the three R's or other conventional subjects, and the use of one in which the several features are distinguished only by the activities and attitudes of the pupils, the material being taken from the child's natural and social environment without intermediate organization as subject-matter. It would make the elementary-school work life, and not preparation for life, conceiving its purpose to be: "To help boys and girls do better in all those wholesome activities in which they normally engage."

¹ VERNON M. RIEGEL, *A Study of Rural School Conditions in Ohio*. Columbus, Ohio: Department of Public Instruction, 1920. Pp. 175.